

## New Ellenton Middle

814 Main Street, South  
New Ellenton, SC 29809

<b>Grades</b>	6–8 Middle School	
<b>Enrollment</b>	226 Students	
<b>Principal</b>	Sheneque Jackson	803–652–8200
<b>Superintendent</b>	Dr. Linda B. Eldridge	803–641–2428
<b>Board Chair</b>	Dr. John B. Bradley	803–641–8431

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	3	18	26	1

### IMPROVEMENT RATING

### BELOW AVERAGE

### ADEQUATE YEARLY PROGRESS

### YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Good	Good	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Good	Yes
<b>2005</b>	Average	Below Average	Yes

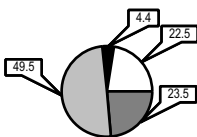
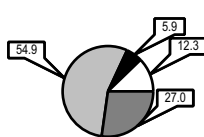
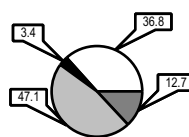
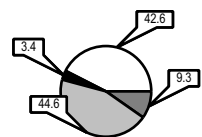
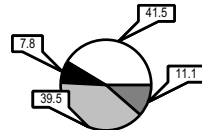
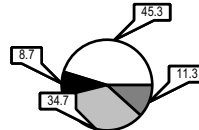
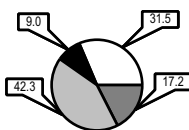
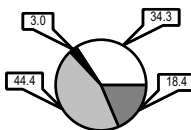
**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	217	99.5	22.2	49.8	23.6	4.4	36.9	Yes	Yes
<b>Gender</b>									
Male	110	99.1	26.0	53.8	16.3	3.8	29.8		
Female	107	100.0	18.2	45.5	31.3	5.1	44.4		
<b>Racial/Ethnic Group</b>									
White	96	99.0	7.0	58.1	25.6	9.3	47.7	Yes	Yes
African American	107	100.0	34.0	42.7	23.3	0.0	30.1	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	30.8	53.8	15.4	0.0	15.4	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	185	100.0	23.7	47.4	23.7	5.2	39.3		
Disabled	32	96.9	13.3	63.3	23.3	0.0	23.3	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	217	99.5	22.2	49.8	23.6	4.4	36.9		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	99.5	21.6	49.7	24.1	4.5	37.7		
<b>Socio-Economic Status</b>									
Subsidized meals	133	100.0	31.0	46.8	20.6	1.6	29.4	Yes	Yes
Full-pay meals	84	98.8	7.8	54.5	28.6	9.1	49.4		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	217	100.0	12.3	54.9	27.0	5.9	52.5	Yes	Yes
<b>Gender</b>									
Male	110	100.0	14.3	49.5	26.7	9.5	53.3		
Female	107	100.0	10.1	60.6	27.3	2.0	51.5		
<b>Racial/Ethnic Group</b>									
White	96	100.0	10.3	36.8	39.1	13.8	69.0	Yes	Yes
African American	107	100.0	12.6	70.9	16.5	0.0	39.8	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	23.1	53.8	23.1	0.0	38.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	185	100.0	10.4	54.9	28.3	6.4	54.3		
Disabled	32	100.0	22.6	54.8	19.4	3.2	41.9	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	217	100.0	12.3	54.9	27.0	5.9	52.5		
<b>English Proficiency</b>									
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	100.0	11.5	55.0	27.5	6.0	53.0		
<b>Socio-Economic Status</b>									
Subsidized meals	133	100.0	14.3	61.1	22.2	2.4	45.2	Yes	Yes
Full-pay meals	84	100.0	9.0	44.9	34.6	11.5	64.1		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	217	100.0	36.8	47.1	12.7	3.4	16.2
<b>Gender</b>							
Male	110	100.0	36.2	45.7	16.2	1.9	18.1
Female	107	100.0	37.4	48.5	9.1	5.1	14.1
<b>Racial/Ethnic Group</b>							
White	96	100.0	21.8	51.7	18.4	8.0	26.4
African American	107	100.0	46.6	46.6	6.8	0.0	6.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	61.5	23.1	15.4	0.0	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	185	100.0	32.9	49.7	13.3	4.0	17.3
Disabled	32	100.0	58.1	32.3	9.7	0.0	9.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	100.0	36.8	47.1	12.7	3.4	16.2
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	100.0	36.0	47.5	13.0	3.5	16.5
<b>Socio-Economic Status</b>							
Subsidized meals	133	100.0	47.6	40.5	9.5	2.4	11.9
Full-pay meals	84	100.0	19.2	57.7	17.9	5.1	23.1

<b>Social Studies</b>							
All Students	217	100.0	42.6	44.6	9.3	3.4	12.7
<b>Gender</b>							
Male	110	100.0	42.9	42.9	10.5	3.8	14.3
Female	107	100.0	42.4	46.5	8.1	3.0	11.1
<b>Racial/Ethnic Group</b>							
White	96	100.0	36.8	41.4	16.1	5.7	21.8
African American	107	100.0	44.7	51.5	3.9	0.0	3.9
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	13	100.0	69.2	15.4	7.7	7.7	15.4
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	185	100.0	40.5	46.2	9.2	4.0	13.3
Disabled	32	100.0	54.8	35.5	9.7	0.0	9.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	217	100.0	42.6	44.6	9.3	3.4	12.7
<b>English Proficiency</b>							
Limited English Proficient	4	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	213	100.0	41.5	45.5	9.5	3.5	13.0
<b>Socio-Economic Status</b>							
Subsidized meals	133	100.0	47.6	43.7	7.9	0.8	8.7
Full-pay meals	84	100.0	34.6	46.2	11.5	7.7	19.2

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	72	95.8	21.2	63.6	13.6	1.5	15.2
	7	77	100.0	12.3	69.9	15.1	2.7	17.8
	8	76	98.7	13.7	52.1	28.8	5.5	34.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	100.0	29.9	31.3	34.3	4.5	38.8
	7	70	98.6	24.6	63.9	11.5	0.0	11.5
	8	76	100.0	13.3	54.7	24.0	8.0	32.0
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	72	95.8	12.1	51.5	27.3	9.1	36.4
	7	77	100.0	9.6	52.1	26.0	12.3	38.4
	8	76	98.7	15.1	56.2	21.9	6.8	28.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	100.0	17.9	43.3	35.8	3.0	38.8
	7	70	100.0	12.9	56.5	21.0	9.7	30.6
	8	76	100.0	6.7	64.0	24.0	5.3	29.3
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	100.0	40.3	40.3	14.9	4.5	19.4
	7	70	100.0	40.3	51.6	8.1	0.0	8.1
	8	76	100.0	30.7	49.3	14.7	5.3	20.0
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	71	100.0	43.3	35.8	16.4	4.5	20.9
	7	70	100.0	50.0	46.8	3.2	0.0	3.2
	8	76	100.0	36.0	50.7	8.0	5.3	13.3

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 226)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	43.1%	Up from 30.5%	15.4%	15.5%
Retention rate	3.5%	Down from 5.6%	3.4%	3.0%
Attendance rate	95.8%	Down from 95.9%	95.8%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.0%	Up from 12.7%	4.9%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	12.0%	Down from 12.2%	4.9%	4.6%
Eligible for gifted and talented	19.0%	Up from 18.5%	16.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.1%	Up from 13.7%	15.3%	13.6%
Older than usual for grade	12.4%	Up from 9.9%	5.4%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.9%	Down from 2.3%	0.7%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 17)</b>				
Teachers with advanced degrees	52.9%	Up from 44.4%	46.3%	51.8%
Continuing contract teachers	94.1%	Down from 94.4%	80.0%	78.1%
Highly qualified teachers	100.0%	No change	90.0%	89.6%
Teachers with emergency or provisional certificates	11.8%	Up from 11.1%	7.0%	6.0%
Teachers returning from previous year	87.2%	Up from 82.8%	84.5%	85.4%
Teacher attendance rate	96.6%	Down from 97.2%	94.8%	94.9%
Average teacher salary	\$43,759	Up 4.0%	\$40,070	\$41,328
Prof. development days/teacher	12.7 days	Down from 15.0 days	11.7 days	11.5 days
<b>School</b>				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.5 to 1	20.5 to 1	21.3 to 1
Prime instructional time	90.9%	Down from 91.7%	88.8%	89.3%
Dollars spent per pupil*	\$7,853	Up 8.5%	\$5,747	\$6,022
Percent of expenditures for teacher salaries*	60.2%	Up from 56.6%	61.3%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	84.7%	Down from 85.1%	95.6%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	89.0%		89.4%	
Highly qualified teachers in high poverty schools	90.5%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

New Ellenton Middle School's staff, students, parent organizations, and community members worked collectively towards achieving academic excellence this past school year. Students were provided a comprehensive, rigorous academic program in conjunction with a well-rounded school experience.

A major focus throughout the year was placed on the four content areas of language arts, math, science, and social studies. Students were provided extra help before, during, and after school and on Saturdays. Assistance was provided in the CCC lab, on basic drills, using computer games, and on quarterly pre/post assessments. An extra tutorial class was provided on a semester basis during one of the students' exploratory periods for students failing to meet basic standards. Additionally, all teachers regardless of content were asked to incorporate the four content areas into their classes where feasible. This past year teachers were asked to use one of their planning periods each week to tutor students who failed tests on a weekly basis to help alleviate a build up of failures throughout the year.

A continuation of efforts to involve all parents in the learning environment through programs such as the Connections Program for underachieving students, parent conferences at the end of each quarter, and positive contact with parents were utilized. Monthly newsletters offering all parents an opportunity to come to school to visit their children's classes, Open House at the beginning of the school year, personal invitations to quarterly school awards programs, and school surveys twice during the school year were also a part of many efforts provided. The PTO and the SIC were also offered as a means for parents to share concerns. The PTO and the SIC were very supportive of the school program through efforts such as providing staff and student supplies and incentives when requested.

New Ellenton Middle continuously seeks ways to provide the best educational opportunities for all students and to improve in all areas of the school program. Programs and school procedures are evaluated and changed as needed in an effort to ensure future progression.

Sheneque Jackson, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students*</b>	<b>Parents*</b>
<b>Number of surveys returned</b>	17	73	43
<b>Percent satisfied with learning environment</b>	100.0%	60.3%	90.5%
<b>Percent satisfied with social and physical environment</b>	100.0%	66.7%	81.0%
<b>Percent satisfied with school-home relations</b>	64.7%	80.6%	68.3%

\*Only students at the highest middle school grade level at this school and their parents were included.